

COMMONWEALTH OF MASSACHUSETTS

Executive Office of Education



2014 PERFORMANCE REPORT

Matthew H. Malone
Secretary of Education

A MESSAGE FROM THE SECRETARY

Since 2007, the Patrick Administration has worked to make state government more effective, more accountable, and more open. In keeping with this commitment we present this report – which captures the Executive Office of Education’s (EOE) performance over the past two fiscal years

We present this report to you at the end of the Patrick Administration’s term as a way to capture our accomplishments and highlight the areas in which we still have work to do. It has been for the better part of the past decade Massachusetts is a leader in national and international assessments. We are extremely proud to present this report, which describes the accomplishments of talented, committed educators working across the Commonwealth to implement bold and innovative strategies in early education, elementary and secondary education, and higher education that are improving the quality of educational experiences for our students

EOE is responsible for achieving Governor Patrick’s ambitious vision for high-quality public education in Massachusetts, and we continue to work in collaboration with state, regional, and local partners to achieve two overarching goals of the Patrick Administration:

- Ensure that all students have access to high quality educational opportunities from birth through postsecondary education; and

- Close persistent achievement and attainment gaps among diverse students.

To achieve these broad goals, EOE developed four key objectives for 2013-2015: improving third grade reading proficiency, enhancing educator effectiveness, turning around our lowest performing schools and districts, and increasing college and career readiness. This report provides an update on our progress in meeting these four important targets.

Working in close collaboration with the Departments of Early Education and Care, Elementary and Secondary Education and Higher Education, EOE is leading and supporting initiatives that will improve achievement for all students, close persistent achievement gaps, and create a 21st century public education system that prepares students for higher education and success in a global economy. At the same time, this report makes clear the important areas – like improving third grade reading proficiency and reducing college remediation rates – in which we must redouble our efforts on behalf of struggling students.

This report provides an opportunity to celebrate our accomplishments – and assess the goals we’ve yet to accomplish. We are confident that 2015 will be a year of renewed passion and resolve to ensure that all our students have a supported path to future success.

Matthew H. Malone, Secretary

This document was prepared pursuant to Executive Order 540 Governor Patrick’s directive to embed strategic planning and performance management across state government.

Review of this document should be made in conjunction with the EOE Strategic Plan 2013-2015. This document provides an update on the actions taken to achieve EOE’s strategic goals as well as four dashboards that show progress against EOE’s performance measures. Detailed descriptions for each measure are on pages 12-15 of this report.

Please send feedback about this report to jill.s.norton@massmail.state.ma.us.

GOAL: INCREASE 3RD GRADE READING PROFICIENCY FOR ALL

PERFORMANCE NARRATIVE








Create seamless learning pathways from birth to grade 3 by enhancing the quality of instruction and increasing alignment between the early education and K-12 sectors




Improve early literacy and kindergarten readiness by creating language-and literacy-rich environments in all early education programs, K-3 classrooms, homes, and communities

- Massachusetts is currently **developing a comprehensive birth through grade 3 policy agenda** that reflects a growing body of research about the critical importance of the earliest years of a child's life and builds on successful initiatives that are being implemented across the Departments of Early Education and Care, Elementary and Secondary Education and Higher Education.
- In January 2014, the **Massachusetts Board of Early Education and Care held a joint meeting with the Board of Elementary and Secondary Education** to discuss current and future initiatives (such as the Massachusetts Kindergarten Entry Assessment and the Early Literacy Expert Panel) and ongoing collaboration between the agencies and Boards.
- The FY15 budget includes **a new \$6.57 million rate reserve for early educator salaries and benefits that is aimed at increasing the quality of instruction** for early learners.

- In FY15 a new \$1 million preclassroom grant program was funded to **expand pre-k in high-needs schools and districts**.
- The Early Literacy Panel met six times in 2014 and has drafted preliminary recommendations to the Departments of Early Education and Care, Elementary and Secondary Education, and Higher Education on how to **better align and coordinate current early intervention and home visiting initiatives and to develop and utilize early indicators of risk**. The Panel released a Year One progress report and action steps in summer 2014. In 2016, the Panel will release a final report and recommendations to the Legislature and Departments of Early Education and Care, Elementary and Secondary Education and Higher Education.

Increase Third Grade Reading Proficiency for All

Measures	Prior Period	Previous Period	Current Period	Trend	Target	Status	Comments
Number of early education programs participating in the tiered Quality Rating and Improvement System (QRIS)	4,807	5,008	5,028	Improving	Increase over prior period		Data compares January 1st data from 2012, 2013 and 2014. There is a system for evaluating the quality of early education and out-of-school time programs.
Percentage of early education programs participating in the tiered QRIS	46%	48%	52%	Improving	Increase over prior period		Data compares January 1st data from 2012, 2013 and 2014.
Number of high ratings for early education programs participating in the tiered QRIS	1,130	2,059	2,137	Improving	Increase over prior period		Data compares January 1st data from 2012, 2013 and 2014.
Percentage of high ratings for early education programs participating in the tiered QRIS	11%	20%	22%	Improving	Increase over prior period		Data compares January 1st data from 2012, 2013 and 2014.
The level of reading proficiency of third graders as assessed by the Massachusetts Comprehensive Assessment System (MCAS)	61%	57%	57%	Stable	Increase over prior period		Data compares Spring 2012, Spring 2013 and Spring 2014 data. Percent of students rated proficient or higher on grade 3 ELA MCAS. Between 2001 and 2013, this has varied in a range between 56% and 67%.
Number of children assessed as a result of administering evidence-based kindergarten assessments in early adopter districts	NA	7,100	18,687	Improving	Increase over prior period		Data compares school-year-end data for 2013 and 2014.
Percentage of children assessed as a result of administering evidence-based kindergarten assessments in early adopter districts	NA	40%	57%	Improving	Increase over prior period		Data compares school-year-end data for 2013 and 2014.

STATUS LEGEND		=> Target		=> 75% to <99%		< 75% of target	NA	Not Applicable
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GOAL: ENHANCE EDUCATOR EFFECTIVENESS

PERFORMANCE NARRATIVE

Build a 21st century educator preparation system in Massachusetts

- The Board of Elementary and Secondary Education (BESE) passed new Professional Standards for Teachers (PST) in May 2014 that align expectations for pre-service candidates and in-service teachers as outlined in the Massachusetts Educator Evaluation Framework.
- Based on the need to create better alignment from preservice to inservice teaching, Massachusetts will develop its own performance assessment in alignment with the current Educator Evaluation Framework. The new pre-service teacher performance assessment system will be valid and reliable and will set a high bar for pre service teachers and providers, and align with other educator effectiveness policies in the Commonwealth.
- Massachusetts is now participating in a pilot of the Teacher Prep Inspectorate, which is designed to provide meaningful, actionable evaluations of how well teacher preparation programs prepare candidates to teach in classrooms and gives states the information to hold programs accountable.








Provide all educators with ongoing access to effective instructional and assessment tools and materials




- In May 2014, the Department of Elementary and Secondary Education (ESE) hosted an Educator Evaluation Spring Convening showcasing district and school leaders' successes in implementing the new educator evaluation framework. In total, 956 educators from 274 districts attended.
- Nearly 300 districts, charter schools, and vocational/technical schools have developed and submitted new District Determined Measures Implementation Plans to assess educators' student learning for educators in all grades and subject areas, the results of which will lead to improved educator practice and student learning.
- For the 2014/2015 school year, 54 percent of districts have selected to administer the new Partnership for Assessment of Readiness for College and Careers (PARCC) for grades 3-8. Twenty-four percent have opted to administer at least one of the PARCC high school tests.

Provide all educators with high-quality professional development opportunities

- In 2014, preparing educators to earn the new Sheltered English Immersion (SEI) Teacher Endorsement and SEI Administrator Endorsement has continued to be a major area of focus for professional development.
- The Massachusetts PARCC Educator Leader Fellow Team was established in 2014 and a group of 42-46 educators from Massachusetts public school districts, two- and four-year colleges, and universities who provide leadership on state implementation of the Common Core State Standards (CCSS), the PARCC assessments and PARCC resources such as the Model Content Frameworks and released assessment items.
- To help familiarize educators with the PARCC online assessments, ESE and Readiness Centers are hosting a series of PARCC practice test sessions led by Massachusetts PARCC Educator Leader Fellows.

Enhance Educator Effectiveness

Measures	Prior Period	Previous Period	Current Period	Trend	Target	Status	Comments
Increased student growth and achievement in schools and districts as assessed by the English language arts MCAS	69.1%	69.8%	69.0%	Stable	Increase over prior period		Percent proficient or higher on MCAS ELA, all grades, all students for 2012, 2013, and 2014.
Increased student growth and achievement in schools and districts as assessed by the Math MCAS	59.1%	61.7%	60.0%	Stable	Increase over prior period		Percent proficient or higher on MCAS Math, all grades, all students for 2012, 2013, and 2014.
Percentage of core academic classes that are taught by K-12 teachers who are highly qualified	97.8%	98.0%	95.9%	Worsening	100%		Data compares school-year-end data for 2012, 2013, and 2014.
Number of K-12 educators (both teachers and administrators) who earned performance ratings under the new educator evaluation frameworks	NA	37,940	71,675	Improving	75,000		Data compares school-year-end data for 2013 and 2014.
Percent of K-12 educators (both teachers and administrators) who earned performance ratings under the new educator evaluation frameworks	NA	43%	81.5%	Improving	85%		Data compares school-year-end data for 2013 and 2014.
Number of K-12 teachers who have completed all required courses of professional development in Sheltered English Instruction	NA	1,996	10,249	Improving	3,000		Ultimately, approximately 26K educators will participate in SEI training by 2015-2016. Data compares school-year-end data for 2013 and 2014. For the 2014-2015 year, 11,176 are enrolled and taking courses, and we expect over 97% to complete.
Percentage of K-12 teachers who have completed all required courses of professional development in Sheltered English Instruction	NA	8%	47%	Improving	45%		Data compares school-year-end data for 2013 and 2014. Again, all 80,000 educators need to take the SEI courses. ~26,000 are required.

STATUS LEGEND		=> Target		=> 75% to <99%		< 75% of target	NA	Not Applicable
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GOAL: TURN AROUND LOWEST PERFORMING SCHOOLS AND DISTRICTS

PERFORMANCE NARRATIVE





Establish the school-level conditions necessary to effectively implement and sustain new instructional, professional development, staffing, and resource allocation strategies




- After three full years (2010-11 to 2012-13) of hard work on the part of the state, districts, and schools, **the majority of the first 34 Level 4 schools are making substantial and dramatic gains in student achievement** while some Level 4 schools continue to struggle. Overall, 14 schools have exited Level 4 status, 15 schools continued as Level 4 schools, 4 schools were designated as Level 5 and one school closed. (Level 4 schools are selected based on an analysis of four-year trends in absolute achievement, student growth, and improvement trends as measured by MCAS).
- A signature component of the 2010 Act Relative to the Achievement Gap: Innovation Schools are being established to create the school-level conditions for new improvements. Innovation Schools, which are established by local school districts, can employ greater autonomy and flexibility with regard to curriculum, staffing, budget, schedule/calendar, professional development and other district policies. **Currently there are 54 approved innovation schools across the Commonwealth serving approximately 21,000 students in 26 school districts.** Thirteen additional innovation schools were approved during the 2013-2014 academic year.
- The Governor's Child and Youth Readiness Cabinet is **working in six communities to foster coordination and collaboration across the state** to serve Massachusetts' children, youth and families to improve services, and, ultimately, outcomes for students.

increase school, district, and state capacity to successfully implement effective turnaround strategies

- The state established the **Priority Partners for Turnaround** program to qualify proven organizations to support district and school turnaround. Partners are vetted through a rigorous review process that includes evaluation data, references from former clients, and an intensive interview with the organization's leadership team. **At the beginning of the 2013-14 school year, 19 organizations were approved as Partners.**
- Turnaround districts have actively used the authorities provided by the 2010 Act Relative to the Achievement Gap and nearly all of the Level 4 schools applied for and received School Improvement Grant funding and Allocated Funding to implement a variety of initiatives. And districts took responsibility for Level 4 efforts, by organizing and developing new District Systems focused on directly supporting and monitoring Level 4 schools. Collectively, the use of authorities, district systems, and funding has led to accelerated improvement in many schools.
- In fall 2009, ESE launched six regional District and School Assistance Centers (DSACs) with the goal of helping **high-need** districts and schools improve instruction and raise achievement levels for all students. DSACs give first priority for support to the state's lowest performing districts (Level 3 and Level 4 districts). **In SY14, the six regional DSAC teams provided in-district support to 55 of 56 DSAC priority districts and helped 64 DSAC districts access grants.** Furthermore, of those districts, it is estimated that 52 (93%) were engaged in ongoing sustained participation in integrated services.

Turn Around Lowest Performing Schools and Districts

Measures	Prior Period	Previous Period	Current Period	Trend	Target	Status	Comments
Increased student growth and achievement in Level 4 schools and districts as assessed by the ELA MCA	34.6%	40.3%	38.6%	Stable	Increase over prior period		All schools and districts in Massachusetts receive a rating of Level 4 through 5 based on student achievement data and other measures of performance and educational attainment. Data compares 2010, 2013, and 2014 data.
Increased student growth and achievement in Level 4 schools and districts as assessed by the math MCA	27.0%	36.5%	35.8%	Stable	Increase over prior period		All schools and districts in Massachusetts receive a rating of Level 4 through 5 based on student achievement data and other measures of performance and educational attainment. Data compares 2010, 2013, and 2014 data.
Number of Level 3 and 4 schools collaborating with ESE-approved turnaround partners	NA	13	208	Improving	NA	NA	Data compares school-year-end data for 2013 and 2014. Priority partners for turnaround are working collaboratively with our lowest performing schools to develop and implement effective improvement strategies, increase student achievement, and close persistent achievement gaps among different groups of students.
Percentage of Level 3 and 4 schools collaborating with ESE-approved turnaround partners	NA	34%	62%	Improving	50%		Data compares school-year-end data for 2013 and 2014.
Number of Level 3 and 4 schools participating in the state's Race to the Top Wraparound Zones initiative that have improved their status level	NA	13	12	Stable	Increase over prior period		Data compares school-year-end data for 2013 and 2014.
Percentage of Level 3 and 4 schools participating in the state's Race to the Top Wraparound Zones initiative that have improved their status level	NA	57%	52%	Stable	Increase over prior period		Data compares school-year-end data for 2013 and 2014.
Total number of schools moved up from Level 4 status	NA	14	18	Improving	Increase over prior period		Data compares school-year-end data for 2013 and 2014. Based on total number of Level 4 schools = 34, 14 moved up in 2013, with 4 more in 2014.
Total percentage of schools moved up from Level 4 status	NA	41%	53%	Improving	Increase over prior period		Data compares school-year-end data for 2013 and 2014. Denominator is total number of Level 4 schools = 34; 14 moved up in 2013, with 4 more in 2014 for a total of 18.

STATUS LEGEND		=> Target		=> 75% to <99%		< 75% of target	NA	Not Applicable
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GOAL: INCREASE COLLEGE AND CAREER READINESS FOR ALL

PROGRAM NARRATIVE

Create multiple pathways to postsecondary educational and career opportunities

- In 2014, Massachusetts deepened its efforts on the Pathways to Prosperity Project to develop three career pathway models in healthcare, information technology, and advanced manufacturing. Partner Jobs for the Future received a \$4.9 million Youth CareerConnect grant in spring 2014 to expand and implement rigorous and engaging career pathway models in three Massachusetts regions (Brockton, Hampden County, MetroWest). The grant runs through the 2017 school year and is expected to impact approximately 1,650 students.
- Eight public campuses are collaborating on Complete College America's guided pathways for success (GPS) initiative, with all 15 community colleges lined up to adopt this national model, which is producing dramatic improvements in college completion rates.
- The Department of Higher Education's (DHE) Commonwealth Dual Enrollment Partnership (CDep) now allows 2,300 high school students to earn college credit while shaving hundreds or even thousands of dollars off the cost of a future degree.
- The Massachusetts Community Colleges & Workforce Development Transformation agenda (TA) is helping improve community college completion rates. More than 6,000 students have enrolled in 151 programs to earn degrees or certificates in six high need fields. A new \$20 million continuation grant from the U.S. Department of Labor will be used to develop pathways for "acceleration of learning and completion of STEM degree and certificate programs.

Increase policy and institutional alignment among high schools, public and private institutions of higher education, and workforce development entities

- In 2014, the Massachusetts Departments of Elementary and Secondary Education and Higher Education joined the Massachusetts Business Alliance for Education and the Massachusetts Educational Financing Authority to launch Future Ready, a public campaign to promote understanding and use of the various tools that will enhance the college and career readiness of the Commonwealth's students. The campaign aims to increase the number of students pursuing and succeeding in college and careers, and build community support for completion of a rigorous course of study and relevant experience.
- In FY14, ESE awarded five communities \$50,000 grants through the Integrating College and Career Readiness Demonstration Initiative, a competitive grant program to provide start-up support to districts to create a comprehensive approach to college and career readiness through the creation and integration of activities that mutually support both academic and workplace readiness goals.
- In 2014, the EOE and DHE released the Higher Education Finance Commission Report, which recommended that the Commissioner of Higher Education and the President of UMass, in consultation with the Chair of the Board of Higher Education, the Chair of the UMass Board of Trustees, and the Secretary of Education, establish specific five-year performance benchmarks regarding: undergraduate and graduate student success, workforce alignment and development, civic learning and engagement, and world-class research and development.

Increase College and Career Readiness for All

Measures	Prior Period	Previous Period	Current Period	Trend	Target	Status	Comments
Levels of student proficiency in English Language Arts as measured by the MCAS	88%	91%	90%	Stable	Increase over prior period	▲	Data compares 2011/2012, 2012/2013 and 2013/2014 school year Grade 10 MCAS ELA.
Levels of student proficiency in Mathematics as measured by the MCAS	78%	80%	79%	Stable	Increase over prior period	▲	Data compares 2011/2012, 2012/2013 and 2013/2014 school year Grade 10 MCAS Mathematics.
Statewide high school graduation rate	83.4%	84.7%	85.0%	Improving	Increase over prior period	●	Data compares school-year-end data for 2012, 2013, 2014. This is seventh consecutive year that the 4-year rate has increased.
Statewide dropout rate	2.7%	2.5%	2.2%	Improving	Decrease over prior period	●	Data compares school-year-end data for 2012, 2013, 2014.
Percentages of high school graduates required to enroll in developmental education courses at community colleges	65%	64%	62%	Improving	Decrease over prior period	●	Compares first-time, full-time, degree seeking students who are re-enrolling in MA public high school graduates enrolled in remedial courses for 2011, 2012, 2013.
Percentages of high school graduates who are required to enroll in developmental education courses at state universities	22%	22%	22%	Stable	Decrease over prior period	▲	Compares first-time, full-time, degree seeking students who are re-enrolling in MA public high school graduates enrolled in remedial courses for 2011, 2012, 2013.
Percentages of high school graduates who are required to enroll in developmental education courses at University of Massachusetts' campuses	7%	7%	6%	Improving	Decrease over prior period	●	Compares first-time, full-time, degree seeking students who are re-enrolling in MA public high school graduates enrolled in remedial courses for 2011, 2012, 2013.
Overall six-year "success" rate for the community colleges	45%	46%	47%	Improving	Increase over prior period	●	This student indicator captures an array of key community college success outcomes for all first-time degree-seeking students six years after their initial entry into college. Periods covered are Fall 2004 - Aug 2010, Fall 2005 - Aug 2011, Fall 2006 - Aug 2012.
Overall six-year graduation rate for state universities	52%	51%	53%	Improving	Increase over prior period	●	Data compares cohort of students entering a university in the fall and graduating within six years. Periods covered are Fall 2004 - Aug 2010, Fall 2005 - Aug 2011, Fall 2006 - Aug 2012.
Overall six-year graduation rate for UMass campuses	60%	58%	60%	Improving	Increase over prior period	●	Data compares cohort of students entering a university in the fall and graduating within six years. Periods covered are Fall 2004 - Aug 2010, Fall 2005 - Aug 2011, Fall 2006 - Aug 2012.
Percent of students who transfer from community colleges and complete degree at state universities and UMass campuses	60%	63%	63%	Stable	Increase over prior period	▲	This indicator tracks graduations of new-transfer degree-seeking students enrolling at a state university or University of Massachusetts campus in fall 2005 who previously attended a Massachusetts community college. Periods covered are Fall 2004 - Aug 2010, Fall 2005 - Aug 2011, Fall 2006 - Aug 2012.

STATUS LEGEND	●	=> Target	▲	=> 75% to <99%	◆	< 75% of target	NA	Not Applicable
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MEASURE DESCRIPTIONS

GOAL	MEASURE	DESCRIPTION	SOURCE
Increase third grade reading proficiency for all children	The level of reading proficiency of third graders as assessed by the Massachusetts Comprehensive Assessment System (MCAS) (% of students rated proficient or higher on grade 3 ELA MCAS)	The Massachusetts Comprehensive Assessment System (MCAS) is a statewide assessment of public school students in Massachusetts, including students with disabilities and English Language Learners. It measures performance based on the Massachusetts Curriculum Framework learning standards; and reports on the performance of individual students, schools, and districts.	ESE
	Number and percentage of early education programs participating in the tiered Quality Rating and Improvement System (QRIS), a system for evaluating the quality of early education and out-of-schooltime programs	The Quality Rating and Improvement System (QRIS) is designed to articulate increasing levels of quality for programs in community settings that provide early education and care and afterschool care for children in the Commonwealth. The QRIS is designed as one important tool to assess, improve, and communicate the level of quality in early care & education and afterschool settings. The MA QRIS also offers guidance to professionals in early education and care and out of school time settings on a path towards quality, recognizing that higher expectations of programs must be matched with increased supports.	ESE
	Number and percentage of high ratings for early education programs participating in the tiered QRIS	The QRIS Standards incorporate learning standards, curriculum, assessment, educator preparation, and family and community engagement to ensure the strongest outcomes for children. A high rating on QRIS indicates a program is of high quality in these areas.	EEC
	Number and percentage of children assessed as a result of administering evidence-based kindergarten assessments in early adopter districts	The Massachusetts Kindergarten Entry Assessment (MKEA) is designed to produce a common statewide measure of child growth and development from birth to grade three. In collaboration with the Department of Elementary and Secondary Education, EEC is implementing the Massachusetts Kindergarten Entry Assessment (MKEA) system, which will support school districts in using a formative assessment tool that measures growth and learning across all developmental domains during a child's kindergarten year.	EEC
Enhance the effectiveness of the educator workforce	Increased student growth and achievement in school and districts as assessed by the English language arts MCAS	The Massachusetts Comprehensive Assessment System (MCAS) is a statewide assessment of public school students in Massachusetts, including students with disabilities and English Language Learners. It measures performance based on the Massachusetts Curriculum Framework learning standards; and reports on the performance of individual students, schools, and districts.	ESE
	Increased student growth and achievement in school and districts as assessed by the Math MCAS	The Massachusetts Comprehensive Assessment System (MCAS) is a statewide assessment of public school students in Massachusetts, including students with disabilities and English Language Learners. It measures performance based on the Massachusetts Curriculum Framework learning standards; and reports on the performance of individual students, schools, and districts.	ESE

Enhance the effectiveness of the educator workforce	Percentage of core academic classes that are taught by K-12 teachers who are highly qualified	Teachers who teach the core subject areas for more than 20% of their schedule must hold the appropriate valid MA teaching license for the subject area(s) in which they are teaching. Core academic subjects are: English, reading/language arts, math, science, foreign languages, civics and government, economics, arts (art/visual art, dance, theater, and music), history, and geography. Districts are required to report their teacher's highly qualified teacher status annually through the Education Personnel Information Management System (EPIMS).	ESE
	Number and percentage of K-12 educators (both teachers and administrators) who receive Exemplary and Proficient ratings in districts that are implementing new educator evaluation frameworks	2012-13 was the first year of the state's new evaluation system, which is designed to provide teachers and administrators with more meaningful feedback than ever before to improve their practice and support them to become better educators. Exemplary rating indicates performance at the highest levels that could serve as a model.	ESE
	Number and percentage of K-12 teachers who have completed all required courses of professional development in Sheltered English Instruction	The SEI endorsement is a key part of the state initiative called Rethinking Equity Teaching for English Language Learners (RETELL), to close proficiency gaps for ELL students. The SEI endorsement is a criterion for licensure, or license renewal, advancement or extension. Those required to earn the SEI Endorsements are: core academic teachers who have one or more English language learners (ELLs) in their classrooms during the period from SY2013 through SY2016 and administrators who supervise or evaluate one or more core academic teachers of ELLs during the period from SY2013 through SY2016 must earn the SEI Administrator Endorsement. This requirement applies for those who work in a Massachusetts public school, including charter schools, or are employed by an education collaborative.	ESE
Turn around our lowest performing schools and districts	Increased student growth and achievement in Level 3 and 4 schools and districts as assessed by the MCAS.	Massachusetts' state system places schools and districts on a five-level scale, ranking the highest performing in Level 1 and lowest performing in Level 5. The strength of this accountability system is undergirded by the state's 2010 Act Relative to the Achievement Gap, which provides Goals (1-5), Indicators (1-5), and Targets (1-5). The Act also provides for a system of incentives and consequences for schools and districts based on their performance. The Act also provides for a system of incentives and consequences for schools and districts based on their performance.	

Turn around our lowest performing schools and districts	Number and percentage of Level 3 and schools participating in the state's Race to the Top Wraparound Zones initiative	The Wraparound Zones initiative's goal is to build district and school capacity to systematically address students' non-academic barriers to learning. Strategies vary across districts, but all have several priorities in common: 1) work to establish a safe and supportive climate with a culture of positive regard and high expectations for all students, 2) implement a comprehensive, proactive system that identifies student academic and non-academic needs and connects at-risk students to targeted supports, including resources from both the school district and the larger community in areas such as prevention, enrichment, early intervention, and crisis response services, and 3) each participating district focuses on strengthening the systems required to support and sustain these efforts and to replicate promising practices from other district schools.	ESE
	Number and percentage of schools in Level 4 and Level 5 in 2012/2013.	Level 5 is the most serious category in Massachusetts' accountability system, representing receivership. The ESE Commissioner may place a Level 4 school in Level 5 at the expiration of its redesign plan if the school has failed to improve as required by its redesign plan; or if district conditions make it unlikely that the school will make significant improvement without a Level 5 designation.	ESE
Increase college and career readiness for all students	Levels of student proficiency in English Language Arts as measured by the MCAS	The Massachusetts Comprehensive Assessment System (MCAS) measures public school students in Massachusetts, including students with disabilities and English Language Learner students, measures performance based on the Massachusetts Curriculum Framework learning standards; and reports the performance of individual students, schools, and districts.	ESE
	Levels of student proficiency in Mathematics as measured by the MCAS	The Massachusetts Comprehensive Assessment System (MCAS) measures public school students in Massachusetts, including students with disabilities and English Language Learner students, measures performance based on the Massachusetts Curriculum Framework learning standards; and reports the performance of individual students, schools, and districts.	ESE
	Statewide high school graduation rate	Starting in 2006, the Department is able to track an individual cohort group of students, from the initial entrance into 9th grade through to graduation with student-level data from the state's Student Information Management System (SIMS). The rate is calculated by dividing the # of students in cohort (denominator) who graduate in 4 years or less by the # of 1st time entering 9th graders in 2009 minus transfers out/deaths + transfers in.	ESE
	Statewide dropout rate	The annual high school dropout report represents a snapshot of those students who dropped out of school in any given year. The data represented by this number reflect one year of students who dropped out across grades nine through twelve and not a particular cohort of students across four years.	ESE
	Numbers and percentages of high school graduates who are required to enroll in developmental education courses at the community colleges, state universities and UMass campuses	Development courses are non-credit bearing courses that students are required to enroll in by public universities and colleges. Currently, 18% of Massachusetts' public college and university students are enrolled in non-credit remedial coursework.	DHE

Increase college and career readiness for all students	Overall six year "success" rate for the community colleges and graduation rates for state universities and UMass campuses	The Community College Student Success rate is based on a model achieving the Dream and combines the following outcomes: Degree and Certificate completion in the community college system without transfer to a four year institution, Degree and Certificate completion in the community college system prior to transfer to a four year institution, transfer to a four year institution without degree or certificate completion, and persistence in the community college system after six years with least 30 credits earned. Graduation rates indicate the cohort of degree-seeking first-time freshmen only (not transfers) students entering and graduating in one six year period.	DHE
	Percent of students who transfer from our community colleges and complete degrees at state universities and UMass campuses	This indicator tracks graduations of new transfer degree-seeking students enrolling at a state university or University of Massachusetts campus in fall 2005 who previously attended a Massachusetts community college. Pell Grant Status is assessed as of fall 2005.	DHE